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A HANDBOOK FOR THE BEGINNING PRINCIPAL BASED ON THE RULES OF THE SCHOOL COMMITTEE IN THE CITY OF WORCESTER, MASSACHUSETTS

Submitted by

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1947

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HANDBOOK FOR THE ELEMENTARY PRINCIPAL

INTRODUCTION

Years of experience in the elementary field of education are not necessarily the only requisites to equip a teacher for the position as administrator in an elementary school. The list of duties, long and varied, require specialized skill. All school boards issue specific duties that must be carried out with meticulous care under explicit directions. Many local, state and national societies dealing with the principalship have been founded. These organizations have regular meetings for the purpose of discussing and studying specific administrative problems pertaining to the schools of the members. These organizations also support numerous periodicals and bulletins that publish articles of interest pertinent to the principalship.

It is the purpose of this study to survey the literature concerning organization, administration, and supervision of elementary schools, and to present a pattern of the duties and responsibilities of the principalship in the form of a handbook, for use in schools of Worcester, Massachusetts.

CHAPTER I

THE PRINCIPALSHIP

Part One

The Development of the Principalship

Since early colonial school days there have been gradual steps in the development of the elementary school principalship.[1/] Our first New England School was held in a classroom under the direction of a school master who taught all of the subjects, kept the records, and performed other necessary duties.

As time went on, increased enrollment, and expanded curriculum demanded a second teacher. When the enrollment grew to a capacity of two hundred pupils, usually an additional teacher was employed. It was soon obvious that a school having several teachers should have a certain one in charge. Out of this situation came the Head Teacher, who continued teaching a regular class and performed certain administrative duties in addition.

The classroom teacher who had difficulty with instruction had no one on whom she could call for advice and guidance.

1/ William C. Reavis, Paul R. Pierce and Edward H. Stullken, The Elementary School, Chicago: The University of Chicago Press. 1931, p.1

From this imperative need, the Teaching Principal was produced. Arrangements were made for the Principal's class to be united with the class of another teacher, thereby freeing the Teaching Principal from classwork to attend supervisory or administrative duties.

At the close of the Civil War there was a decided trend toward formal education. Numerous schools were built in every community.[2/] Superintendents were deluged with new and complex problems of organization. It became an impossibility to visit all the schools under their jurisdiction. Supervisory duties became the responsibility of the Teaching Principal entirely, and definite steps had to be taken to relieve him of teaching a regular class. The Supervising Principal is the outcome of this rapid growth in public schools.

At present the majority of modern city schools are under the leadership of principals who are free to give a greater part of the school day to the supervision of classroom instruction.

A school unit supervised by a well trained highly specialized principal, provided with the assistance of

2/ Seventh Yearbook, Department of Elementary School Principals, Vol. VII, No. 3, April, 1928, p. 162-164

traveling supervisors, aided by an excellent corps of teachers and competent clerk are the outstanding features in an ideal school system.

The supervising principal is the highest development yet attained in the principalship of the elementary public school system.

It is quite evident that many principals and those aspiring to be in this particular profession are conscious of this highly specialized tone in the elementary field today. Great numbers are enrolling in various universities seeking the training that will elevate the principalship to a higher level.

Every child has the right to attend school under eminent leadership. Here is a challenge for parents, teachers and principals. The greatest challenge is to the principal. He must continue improvement of self, and work untiringly for the betterment of his profession.

Part Two

THE DEVELOPMENT OF SUPERVISION

Supervision originated when certain persons or officials were made responsible for the work of teachers. In American education, supervision is as old as teaching itself. From the beginning supervision was never clearly differentiated from administration and often was the all inclusive term. Since the rise of graduate schools of education, there has been a decided effort to treat supervision as a professional study in itself.

There were three distinct stages in the development of supervision.[3] During the first period, laymen were given the supervisory responsibility over teachers. The second period began when supervisors were drafted from the ranks of successful teachers.

Development in the graduate school of education of courses for the purpose of specific training in supervisory duties marks the third stage in supervision.[4]

Besides the development of the fundamental skill (reading, writing and arithmetic) the school has a more

3/Robert Hill Lane, The Principal in the Modern Elementary School. Boston: Houghton Mifflin Company, 1944, p. 30.

4/"Current Problems of Supervisors." The Third Year Book of the Department of Supervisors and Directors of Instruction of the National Educational Association. New York: Bureau of Publications, Teachers College, Columbia University, 1930. p. 3.

difficult task of developing ideals, attitudes and patterns of behavior in children so that each individual may attain personal and social success. The principal therefore must be able to guide the teachers so that they may understand the exact skills, habits, and attitudes to look for in children.

The principal should have a concise meaning of supervision, and be familiar with the procedure used in the technique of improving instruction. Technique means skill in doing things. Technique in supervision implies purposeful, economical, skilled and worth-while activities in the classroom.[5/] In the supervision of instruction, the principal holds the key position; on the other hand, the teacher and pupil play major roles. The term as generally used indicates a cooperative procedure between the principal and his teachers, by helping, encouraging, evaluating constructively, and inspiring them to higher attainments. Literally, it means helping others to do a better job than they would do otherwise without assistance from the supervisor. It is important that the principal be alert, ready to satisfy the demands upon her time and energy, so that the educational structure may have a solid foundation since upon it

5/ A.S. Barr, William H. Burton, Lee J. Brueckner, Supervision. New York: D. Appleton-Century Company, 1938, p. 30

rests the entire organization. Materials must be of superior quality, and the workmanship must approach perfection.

Efficiency in reaching the desired educational results demand unification and co-ordination of the efforts of all those concerned with its many aspects. This not only requires adept leadership, but it also implies just as emphatically that the individuality and the initiative of the teacher, her spontaneity and professional vigilance be kept alive and at a high pitch. This contribution of the teacher is as vital and essential as that of her supervisor.

CLASS VISITATION

Classroom visitation is absolutely necessary if the principal is to improve instruction. He must see the school process in all its aspects from the administrative detail to the most technical angle of a learning activity. He must determine the zenith of the teacher's efforts and provide for her individual need, foster her talents and respect her personality. It is the defective practice of arrogant direction, rudeness, and absurd standards which too often discourage or antagonize the teacher, and give supervision a displeasing reputation.[6/]

6/ George C. Kyte, The Principal at Work. Boston: Ginn and Company, 1941, p. 243.

The problem of unifying and co-ordinating the directed learning activities of a school system through a specialist in leadership, comes to light in classroom visitation. The chief qualifications for successful teaching in a democratic classroom seem to be instructional skill, ability to maintain order, initiative and experience.

It is in the area of the classroom visitation that the principal has an opportunity to impart his greatest professional service and he should capitalize this important aspect of his work. Democratic administration and supervision help to make possible democracy in the relation of the teacher and pupil. There is a minimum of commands, or compulsion. Instruction involves comprehension, insight, seeing both sides of the question, choosing, cooperating, lending a helping hand, and the like.[7/]

Generally speaking, there are three types of visits; surprise, schedule, and invitational. The surprise or unannounced visit has little or no justification. The purpose of this inspection is to catch the teacher unaware, and is considered a fair picture of the teacher's work. The opinion that supervision is for the improvement of teaching is in the offing. Doubtless this type has caused much opposition to supervision.

7/ W.A. Saucier, Theory and Practice in the Elementary School. New York: The MacMillan Company, 1941, pp. 87-88.

The scheduled visit is an improvement over the surprise visit. It warns the teacher, and carries with it the idea that the principal does not wish to observe the teacher at a disadvantage. It also conveys the idea that the principal's visit is primarily for the purpose of observing the children and their learning activities, with the teacher as a supplementary factor. This type of visit usually results in a splendid cooperative study of techniques rather than criticism of the individual teacher.

The third type has the greatest possibilities, because a teacher's attitude is best when she has requested a visit. A voluntary request indicates clearly that the teacher's personality is being respected and that supervision has become a constructive and cooperative enterprise. The length of such a visit should be determined by the situation of the particular experience being observed.[8/]

However the supervisor should remember that his group of teachers is made up of individuals with differences in skills, abilities and interests. The supervisor should have a sympathetic appreciation of the effort that is being put forth, and be able to imagine himself in the teacher's place.

Principals should enter a classroom quietly, take an inconspicuous place, and do nothing that will distract the

8/ Mary F. Bartley, The Principal and Her School, Master Thesis, Boston University, School of Education, 1928.

class or the teacher. A teacher should know the principal's technique well enough to understand when he wishes to have the attention of the class or when he merely wishes to observe. Formal greeting between principal and teacher is unnecessary.

Every visit should follow with some form of conference. The attitude of the principal will largely determine his success in improving the teacher's work.[9/]

The demonstration lesson should be an important supervisory procedure, for the principal should be able to demonstrate supervisory skill in teaching situations. It is not necessary that demonstrations be given by principals alone. Any qualified member of the school system may give demonstrations. All demonstration lessons need not be model lessons, nor examples of unusual teaching procedures. It would be excellent training for teachers to look upon demonstration lessons as legitimate subjects for criticism. Wise principals will ask teachers for suggestions to improve demonstration lessons. With this critical attitude, teachers are much more prone to improve their own technique.

For inexperienced teachers, a visit with successful teachers at work is an excellent means of improving instruction.

9/ Ellwood P. Cubberley, The Principal and His School. Boston: Houghton Mifflin Company, 1923, pp. 431-455.

It is a good plan for a principal to take the best from each class he visits and apply it in a new situation. Through this method, a wealth of practical suggestions may be assimilated throughout the entire school.

The supervisory activities that consume most of the principal's time are: class visitation, conferences with teachers, tests and measurements, teachers' meetings, and help to individual teachers. Since supervision of teaching is his major function, he should spend considerable time in the classroom. Thus the scientific study of the administration of public schools is one of the most important and challenging needs in the field of education. Until that problem is solved, some principals will sincerely believe that it is necessary for them to sit at an office desk from eighty to one hundred percent of each school day, with little or no time for supervision.

However, there is a ray of hope. America is now on the threshold of a fourth period in the development of supervision. Supervisors themselves are undertaking, through collective effort, to determine whether or not they can give impetus to the improvement of their own services.

Part Three

THE PRINCIPLES OF SUPERVISION 10/

The beginning principal should have a concept of the key words in the principles of supervision, namely: "philosophic," "cooperative," "creative," "scientific," and "effective."

1. Supervision is philosophic.

   A. Supervision seeks the truth. It keeps in stride with the advancement of education. It reaches beyond the issues of education and tries to understand the issues of society.

   B. Supervision continuously evaluates aims and objectives. Nothing is stationary. An ever changing social structure calls for a continuous sifting of materials and scrutiny of values. Reaching one goal leads to others. The co-ordination of teachers thinking toward the refinement of common ends is the first function of supervision.

2. Supervision is Cooperative.

   A. All supervisors work toward a common end. This means that supervisors work unselfishly toward the ends agreed upon, until such time as they feel the need for redirection.

   B. Supervisors and teachers work on mutual problems. The teacher becomes aware of the problem, and seeks the advice of the supervisor, because the latter has proved herself capable of expert guidance. This factor eliminates dictation and inspection.

3. Supervision is creative.

   A. Supervisors draw out talent. They encourage initiative, originality, self-reliance and self-expression.

10/ The Third Yearbook of Supervisors, Current Problems of Supervisors. New York: Bureau of Publications, Teachers College, Columbia University, 1930, p. 8.

B. Supervision creates environment. It seeks a balance between the best development of an individual and the greatest good of the social group in which he develops. It shapes the factors of the material environment to harmonize with the goals to be reached.

4. Supervision is scientific.

A. Supervision applies the scientific method to its study of the teaching process. It stimulates constructive, critical thinking that leads to an improvement of society.

B. Supervision seeks to prove its own accomplishment. It seeks to improve the individual and the group. It evaluates objectively. It measures achievement in terms of the ability to achieve.

C. Supervision encourages experimentation under adequate control. It demands objective evidence as to the results of the experimentation.

5. Supervision is effective.

A. Supervision is effective in that it secures a working knowledge of teaching: courses of study, standard tests, books, equipment, and furthermore, seeks to improve the tools themselves.

B. Supervision co-ordinates theory and practice. It realizes that theory must square with facts. It works unceasingly to clarify methods and procedures for making theory effective. 11/

The inadequacy of general principles alone is well known. The supervisor must be trained in the specific application of the principles as well....

In preparation for his activities in bringing to his teachers the best new departures and discoveries in education, the supervisor must be given opportunity to plan and hold teachers meetings, and to exercise cooperative leadership in many ways. 12/

11/ The Third Yearbook of Supervisors, op. cit., p.9.

12/ A.S. Barr, William H. Burton and Leo J. Brueckner, Supervision. New York: D. Appleton-Century Company, 1938, p. 919.

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General

Anderson, C.J., Barr, A.S., and Bush, Maybell G. Visiting the Teacher at Work. New York: D. Appleton and Company, 1925. 382 pp.

Makes a detailed study of supervision. Points out the unmistakable need of the supervisor's knowledge and attention to facts concerning the betterment of teaching.

Breed, Frederick S. Classroom Organization and Management. New York: World Book Company, 1933. 472 pp.

Problems of classroom organization and management discussed. Methods of treatment - both theoretical and practical. The purpose of the book is twofold: to help teachers and principals in service, to solve problems; to provide supervisors with critical background and scientific results relating to classroom management.

Burton, William H. The Guidance of Learning Activities. New York: D. Appleton Century Company, 1944. 601 pp.

An excellent help for teachers; especially those unfamiliar with pupil participation and democratic activities.

Cole, Luella. The Elementary School Subjects. New York: Rinehart and Company, Inc., 1946. 455 pp.

A valuable book which can help in the daily work of the classroom. It discusses entire curriculum under the headings - Reading - Writing - and Arithmetic.

Cubberley, Ellwood P. The Principal and His School. Boston: Houghton Mifflin Company, 1923. 571 pp.

This book is considered a "job analysis." It deals with all the problems of organization and administration, supervision, instruction and community relationships.

Giles, Harry H. Teacher-Pupil Planning. New York: Harper and Brothers, 1941. 395 pp.

Treats of self government in education.

Hockett, John A., and Jacobsen, E.W. Modern Practices in the Elementary School. Boston: Ginn and Company, 1938. 346 pp.

Stresses the development of children into wholesome, balanced dynamic personalities. The author gives his conception of teaching as the process of stimulating and guiding the activities of children so that rich and varied experiences result.

Kyte, George C. How to Supervise. Boston: Houghton Mifflin Company, 1930. 468 pp.

Presents general problems, principles and procedures of supervision.

Kyte, George C. The Principal at Work Boston: Ginn and Company, 1941. 496 pp.

Gives definite guidance with respect to all the major functions of the elementary school principal.

Lane, Robert Hill, and others. Progressive Elementary School, a Handbook for Principals, Teachers and Parents. Boston: Houghton Mifflin Company, 1938. 197 pp.

Alive and readable. Useful to school administrators who are seeking something concrete to place in the hands of their teachers which will help stimulate thinking with regard to newer educational practices.

Lane, Robert Hill. The Teacher in the Modern Elementary School. Boston: Houghton Mifflin Company, 1941. 395 pp.

A sincere effort to clarify the philosophy of elementary education in the United States today. Presents the objectives of elementary education, the curriculum and organization of the elementary school.

Lee, J. Murray, and Lee, Dorris May. The Child and His Curriculum. New York: D. Appleton-Century Company. 1940. 652 pp.

Concerned with elementary grade procedures and practices in various subjects. Scholarly, well-written, easy to read, and full of human interest.

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Philosophy of elementary education presented with a discussion of present practices and procedures in the light of that philosophy.

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Considers the basic problems in administration and organization of elementary education, and attempts to relate fundamental principles in practical situations.

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A practical account of the new "creative" or "progressive" school movement. It is a stimulating and challenging guide.

Arithmetic

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This book discusses failures in arithmetic. It helps teachers to eliminate the difficulties that prevent pupil progress by presenting remedial exercises which have been found by experiment to eliminate difficulties that are located. Explains how to use standardized tests to the greatest advantage.

Morton, Robert Lee. Teaching Arithmetic in the Elementary School. Vol. II Intermediate Grades. Boston: Silver Burdett Company, 1938. 583 pp.

To assist those who would learn to teach arithmetic in grades four, five and six, and to indicate how those who are already teaching may teach better.

Reed, H.B. Psychology of Elementary School Subjects. Revised Edition. Boston: Ginn and Company. 1938 pp. 302-397.

Gives the results of research in most elementary school subjects, including a good chapter on arithmetic.

Wilson, Guy M., Stone, Mildred B., Dalrymple, Charles O. Teaching the New Arithmetic. New York: McGrath-Hill Book Company, 1939. 458 pp.

Presents a theoretical and technical framework within which a prospective or experienced teacher can work to become a good teacher of arithmetic.

Art

Mathias, M.E. Teaching of Art. Boston: Charles Scribner's Sons, 1932. 365 pp.

Textbook in which three problems are presented: Recognizing the art needs of children; learning the educational processes essential to the teaching of art; mastering the essential subject matter in the field of art. Practical details of teaching are given with lesson plans and suggestions.

McKee, Jane W. Purposeful Handwork. New York: The MacMillan Company, 1923. 108 pp.

Describes an assortment of projects that can be used throughout the elementary school. Illustrated.

Democracy

Baxter, Bernice. Teacher-Pupil-Relationships. New York: The MacMillan Company, 1942. 126 pp.

Splendid for democratic procedures.

Baxter, Bernice, and Bradley, Anne M. An Overview of Elementary Education. Boston: D.C. Heath and Company, 1945. 218 pp.

Can be used as an effective tool for supervision in a democratic program.

Bode, Boyd Henry. Democracy as a Way of Life. New York: MacMillan Company, 1937. 320-325 pp.

Discusses democracy as a society.

Handwriting

Anderson, C.J., Barr, A.S., and Bush, Maybell G. Visiting the Teacher at Work. New York: D. Appleton and Company, 1925. pp. 239-258.

Gives an account of three supervised handwriting lessons with conferences following.

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Presents a series of exercises for the improvement of penmanship. It also deals with special problems in remedial work.

Macomber, Freeman Glenn. Guiding Child Development in the Elementary School. Boston: American Book Company, 1941. pp. 202-208.

Warns that writing is a complex skill that needs careful guidance by teacher. Discusses the advantages of cursive and manuscript writing.

Language

Lee, Murray J., and Lee, Dorris May. The Child and His Curriculum. New York: D. Appleton-Century Company, 1940. Chapter X.

An overall treatment of the language program.

McKee, P.G. Reading and Literature in the Elementary School. Boston: Houghton Mifflin Company, 1934. 591 pp.

Discusses important problems concerned with the improvement of instruction in reading and literature. Concreteness and the inclusion of summaries of important pieces of research, should make its contents valuable to classroom teachers.

Language (continued)

National Council of Teachers of English. Conducting Experiences in English. New York: D. Appleton-Century. 1939. 394 pp.

A clearly written account of what may be done in the classroom curriculum towards teaching creative English and its practical use. It is divided into three sections: Directing experiences through literature; sharing experiences through communication, and solving teaching-supervisory problems. Contains a bibliography.

Music

Fox, Lillian Mohr, and Hopkins, L. Thomas. Creative School Music. New York: Silver Burdett Company, 1936. 321 pp.

Promotes a physiological viewpoint of creativeness.

Hubbard, George C. Music Teaching in the Elementary Grades. Boston: American Book Company, 1934. 223 pp.

Gives a philosophy of education as it affects the field of music. Tells how to fit the fundamental purpose of music into a rapidly changing social world.

Physical Education

LaSalle, Dorothy. Guidance of Children through Physical Education. New York: Barnes and Company, 1942. 288 pp.

It presents a definite program aimed at definite objectives such as organization and administration of the class and development of pupil leaders. It also includes a game program.

LaSalle, Dorothy. Play Activities for Elementary Schools. New York: Barnes and Company, 1928. 173 pp.

Concerned with the development of physical skills, wise use of leisure time, health, and safety of children.

Reading

Betts, Emmett Albert. The Prevention and Correction of Reading Difficulties. New York: Row Peterson and Company, 1936. 402 pp.

Presentation of the author's view that most reading difficulties can be prevented, and that remedial reading procedures should be based on first-teaching techniques. This is a summary of the author's research findings in the field of reading.

Durrell, Donald D. Improvement of Basic Reading Abilities. Yonkers: World Book Company, 1940, 407 pp.

A practical handbook which contains plans, ideas, methods, materials and gadgets to use in various reading situations.

Durrell, Donald D., Sullivan, Helen Blair, and Others. Building Word Power. New York: World Book Company, 1941. 94 pp.

To be used for teaching reading to beginners or for remedial work with slow learners. Contains exercises designed to prevent or correct the frequent causes of confusion and failure.

Gist, Arthur S. and King, William A. The Teaching and Supervision of Reading. Boston: Charles Scribner's Sons, 1927. 337 pp.

This book provides stimulating exercises and suggestions for the busy principal, supervisor and teacher of reading. It interprets the use of various materials, facilities, equipment and procedures required for the modern objectives in reading.

Hildreth, Gertrude. Learning the Three R's. Minneapolis: Education Publishers, 1936. 824 pp.

A modern interpretation of elementary education and its curriculum.

Reading (continued)

Pennell, Mary E., and Cusack, Alice M. How to Teach Reading. Boston: Houghton Mifflin Company, 1924. 298 pp.

A helpful study on the teaching of reading. Gives practical help for both silent and oral reading habits.

Witty, Paul, and Kopel, David. Reading and the Educative Process. Boston: Ginn and Company, 1939. 374 pp.

The authors intend "to meet the child where he is" in respect to abilities and interests, and to guide him toward greater abilities and richer interests.

Science

Craig, Gerald S. Science for the Elementary School Teacher. Boston: Ginn and Company, 1940. 540 pp.

Deals with trends and curriculum. Excellent material for inexperienced teacher of science.

Croxton, W.C. Science in the Elementary School. New York: McGraw-Hill Company, Inc. 1937. 450 pp.

An excellent guide for the inexperienced teacher. It contains a wealth of subject matter in well planned science lessons that are suitable for seasonal lessons and can be carried through the school year, from September to June.

Macomber, Freeman Glenn. Guiding Child Development in the Elementary School. Boston: American Book Company, 1941. Chapter VII, pp. 167-184.

Stresses the necessity for science experiences as an important part of the elementary school curriculum.

Social Studies

Kelty, Mary G. Learning and Teaching History in the Middle Grades. Boston: Ginn and Company, 1936. 694 pp.

Stresses broad social aims of history. Contains suggestions for units of work, lesson plans, tests etc.

Smith, D.V., and Frederick, R.W. Live and Learn: Social Studies in the Elementary School. New York: Charles Scribner's Sons, 1938. 220 pp.

Examination of teaching aims, objectives of the school, organization of the daily program in the light of the newer social objectives.

Wesley, Edgar Bruce. Teaching the Social Studies in Elementary Schools. Boston: D.C. Heath Company, 1946. 362 pp.

Shows how social studies contribute to the balanced growth and development of boys and girls. Includes annotated bibliographies, chapters on textbooks, notebooks, workbooks, and visual aids.

Spelling

Anderson, C.J., Barr, A.S. Bush, Maybell G. Visiting the Teacher at Work. New York: D. Appleton and Company, 1925. pp. 177-201.

A critical study of the supervisor's evaluation of a spelling lesson.

Breed, Fred S. How to Teach Spelling. New York: F. A. Owens Publishing Company, 1930. 177 pp.

This book selects fundamental problems that arise in the teaching and supervision of spelling, and indicates solutions that are provided by scientific studies.

Spelling (Continued)

Dolch, Edward William. Better Spelling. Champaign: The Garrard Press, 1942. 270 pp.

Enables teachers to establish "habits of the good speller" that will function throughout the child's life.

Pryor, Hugh Clark and Pittman, Marvin Summers. A Guide to the Teaching of Spelling. New York: The MacMillan Company, 1925. 141 pp.

A help to experienced and inexperienced teachers as well. Arranged simply and naturally in sequence, to help teachers improve the quality of spelling.

Part Four

SPECIFIC FUNCTIONS OF EDUCATION

Education in the child is the reorganization of experience so as to make it meaningful and make new and richer experiences thrive out of old experiences. The purpose of education is to cause changes in conduct on the part of the pupil educated. Only that child has been educated whose conduct shows a substantial change at the end of any certain time, as compared to his conduct before the education process began.[13/]

The laws of education are the laws of life. Therefore the test of an educational institution is the extent to which it accomplishes in a child's life the goals of education.

Education in a democracy should inculcate and nurture in each individual, ideals, interests, habits, and attitudes so that he may participate readily in community affairs; to work for the common welfare; to share society's resources with his fellow man; and to toil for the achievement and preservation of true democracy.[14/] However, these goals can only be attained through the concentrated efforts, zeal

13/ Robert W. Frederick, Clarence E. Ragsdale and Rachel Salisbury, Directing Learning. New York: D. Appleton-Century Company, 1938, p. 459.

14/ Elmer Harrison Wilds, The Foundations of Modern Education. New York: Farrar and Rinehart Inc., 1936 p. 555.

and fervor of a competent faculty, under the leadership of a proficient principal.

> American teachers and educators should have a true and intelligent conception of democracy, of its fundamental principles and ideals. If education is to serve as one of the major instruments of democracy and democratic living, then a correct concept of democracy must permeate all educational theory and practice, so that no error may occur in the work of fostering in the young those principles and ideals of democracy, and the specific values that flow from there, which they should appreciate, enjoy and be willing to defend. 15/

Other important functions of elementary education are concerned with the basic skills and abilities in learning, a wholesome attitude toward learning, the worthy use of leisure time, and interest in physical health. A beginning principal should be aware that these functions are the predominate factors of organization and administration.

Having clearly in mind a concept of these functions, the principal should develop and apply a sound workable philosophy of education which will govern all activities.

15/ John D. Redden and Francis A. Ryan, A Catholic Philosophy of Education. Milwaukee: The Bruce Publishing Company, 1942, p. 537.

CHAPTER II

AUTHORITY IS THE PRINCIPLE OF ORDER

The Superintendent, as the chief executive in the school system, is directly responsible to the School Committee for all activities throughout the entire school system. His policies are subject to the approval of the School Committee. In turn, principals are the recipients of these policies either by personal contact, through special principals' meetings or in the form of bulletins sent to the buildings by way of a common mail box in the Superintendent's office. An interpretation of the Superintendent's policies are relayed to the individual teachers by the principal. Teachers meetings, and mimeographed sheets are the usual form for a satisfactory diagnosis of these policies.

The principal is amenable for the success or the failure of all the activities within his building. He is the authoritative chief, the inspirational leader, the co-ordinator, and supervisor of the school plant. In many respects the principal corresponds to the father of a family in his watchful care and guidance.

In all lanes of guidance, the principal must work with, and through his teachers according to their ability and fitness to give him their undivided assistance.

The principal should reciprocate willingly, giving personal conferences to individual teachers who are sincere in their request for advice and guidance.

It is essential that the principal give unsparing time and energy to his particular position. Should the opportunity present itself, it would be well for the principal to give freely of his talents and gain in power and esteem of the citizens of his community.

PRINCIPALS' DUTIES

(As Assembled from Chapter VII)

Rules of the School Committee[1/]

Section 1. The principals shall have a general supervision of the grounds, buildings and appurtenances of their schools and shall be held responsible for the neatness and cleanliness of the premises, and whenever any repairs are needed, shall give notice thereof in writing to the Business Manager. They shall see to the enforcement of the Rules of the School Committee and strictly carry out the directions of the Superintendent. They shall have general charge of the discipline of the pupils in their buildings. They shall have supervision of the pupils during recess and other times of relaxation. At such times they may call upon teachers for assistance and require them to perform any duties that may be necessary in order to secure the proper deportment of the pupils. They shall render such assistance in the supervision of methods of instruction and discipline as the Superintendent shall direct and require.

General Supervision of Grounds and Building

1. Study custodian's program of work to see that he is planning time for efficiency.

2. Observe custodian's daily work to see that it is effective.

3. Watch for weaknesses in care of plant and grounds, to see if fault lies with teaching corps, pupils or janitor.

1/ Rules of the School Committee. City of Worcester, Massachusetts, Adopted, 1937, p. 40.

4. The principal and teachers in cooperation with a student council and sub-committees, should be responsible for the care of the school grounds, building and patrol.

5. Seek cooperation of city foremen who come to supervise school plant. Submit requests for repairs, adjustments, etc. to Business Manager in writing.

The Playground

1. A division of playground for boys and girls is most satisfactory.

2. If only one recess, small children should be separated.

3. In cooperation with the physical education supervisor, and pupil group leaders, the principal should organize a recreational program of games, matches, etc., varying with the season.

Supervision during Recess

1. The principal should be on active duty during all outdoor recesses.

2. A few teachers should take active part at recess, on their turn.

3. Other teachers remain in building, free, though on call should an emergency arise.

4. Indoor recess calls for supervised play in basement or individual classrooms.

Enforcement of the Rules of the School Committee

1. In case a teacher transgresses the rules in any manner, the principal is bound to call it to the attention of the offender, and have the incident terminated.

Carrying out the Directions of the Superintendent

1. The principal should personally convey all directions from the central office to the teachers by private conference or teachers meetings, passing bulletins; mimeographed sheets may clinch messages.

Discipline

Some neighborhoods will have more disciplinary troubles than others. Poor teaching, lack of sympathy, disciplinary weakness, want of tact, lack of administrative force are some causes of discipline cases.

The principal must understand boys and girls. He must have a sense of humor, a spirit of frankness and fairness, and the ability to act quickly if action is the needed virtue.

Discipline should be accomplished largely by other means than by rules and coercion. Appeal to the spirit of good citizenship, school pride, group responsibility and plenty of good play have a tendency to raise the standard of behavior in any school.

However, in cases of wilful disobedience or mischief, insolence and insult, bullying or mistreating pupils, severe measures should be taken. The principal should choose his own time, and enlist a plan that will enable him to handle such matters with certainty. He should consider the offence, the motive, the annoyance, the age and general attitude of the pupil. Remember that discipline should be constructive, not penal.

Supervision of classroom instruction is treated at length in Parts One and Two of Chapter I, and followed by an annotated bibliography.

Section 2. They shall give advice and direction to teachers in any emergency and shall be subject to the rules governing other teachers. They shall not allow any doors used by the pupils in entering or leaving their buildings to be locked or bolted during the school sessions. They shall, under the direction of the Superintendent, have control of the janitors, shall see that rules for their government are enforced and shall report to the Business Manager any neglect of duty or improper conduct on their part.

A. Emergencies

In case of illness or injury to pupil or teacher, the principal should take complete charge until doctor, nurse, ambulance or police cruiser arrives.

To care for accidents and illness, the school should have some provision for caring for such emergencies. There should be at least one first-aid cabinet or case, in which should be needed supplies for first-aid and emergency work. Materials should be replenished immediately after use.

The principal should have in sight the telephone number of the school doctor, school nurse, police and other people needed in an emergency.

If possible, principal should contact parent at home or at work, to give information of child's condition, and destination on leaving school.

If conditions warrant hospitalization and danger is imminent, try to arrange transportation to hospital for parent.

If religious aid is necessary, give prompt attention.

In the event that no other transportation is available, the principal may drive child home, leaving building adequately cared for by his assistant.

The principal may approach a teacher for voluntary assistance to drive child home, if it seems feasible.

B. Doors

School should be ready for occupancy at least one-half hour before scheduled opening.

All exits should be unlocked throughout the school day.

Halls and vestibules leading to exits should be cleared at all times.

C. Custodian[2/]

The custodian is a very important individual about the building. Next to the principal, he is responsible for the well-being of pupils.

The principal's duty is to get the best possible results from custodian's services.

The following is suggested:

1. Do not make unreasonable demands upon the custodian.

2/ Ellwood P. Cubberley, The Principal and His School. Boston: Houghton Mifflin Company, 1923. p. 214

2. Make the custodian feel that you are open to suggestions for the improvement of your school.[3/] If his advice is sound, thank him; if you cannot use his suggestions, explain why. If the custodian is treated with respect, his cooperation will be forthcoming and will contribute much to the efficiency of the school.
3. Make the custodian's work as light as possible. See that he is provided with satisfactory quarters and good materials.
4. Try to help the custodian by caring for teachers' petty complaints.
5. Treat him as a member of the school family. When giving him directions, do so with courtesy. Show a sincere interest in his family.
   Express gratitude for his work. Do not ignore custodian when showing visitors about building. Let him explain things in his own particular line.
6. Encourage in him a feeling of ownership so that he will do his work with meticulous care. Consult him frequently on building conditions. Give him a feeling of importance.

3/ Cubberley, op. cit., p. 214

7. Encourage pride in his work.[4/] Help him to find simplified and economical means of doing his work. If the custodian is interested in beautifying the school grounds, train the children to show respect for this effort by not trespassing.
8. Give attention to numerous ways teachers and pupils can lighten the custodian's burden.
   a. Have loose papers and other materials picked up.
   b. Clear desks at close of school.
   c. Arrange furniture for ease in sweeping.
   d. Scrape mud from shoes.

   A special talk once or twice a year on the custodian and his work will put teachers and pupils in respectful state of mind.
9. The custodian, as a citizen, has rights. If he has a complaint, hear it and act accordingly. Keep in mind that inconsiderate teachers often take advantage of the custodian.

4/ Cubberley, op. cit., p. 215

The Rules of the School Committee[5/] point out the important points of the custodian's work. The principal should be guided foremost by that authority.

The custodian should know how to plan his work methodically. He should have well in mind what to accomplish daily, weekly and monthly. The principal should be aware of the custodian's plan, and must see that certain requirements are met. The principal and the custodian must come to some agreement on the amount and quality of work.

A daily inspection of the whole plant will help to check any neglect of duty. An early tour of inspection should include:

1. Condition of classroom floors and cloakroom floors.
2. Office, nurse's room, clerk's quarters, manual training room, domestic science room.
3. Toilet rooms:- floors, walls (for pictures and writing) toilet paper, towels, soap, cleanliness of bowls, sinks and bubblers.
4. Basement: furnace room, milkroom, storage room, bicycle room and any other space used regularly for school purposes.
5. Halls and stairways.

5/ The Rules of the School Committee. City of Worcester, Massachusetts, Adopted December, 1937 Pages 30-37.

6. Windows for overnight breaks, minor building repairs, etc.
7. School yard, steps and walks.

The custodian can be of great assistance with boys. The principal can foster a growing respect for custodian and his work. This will eliminate trouble that boys frequently make for custodians.

A custodian who wilfully neglects to do his work should be reported immediately to the Business Manager, thereby avoiding injury to the physical well being of the pupils.

Section 3. In cases of truancy in their respective buildings they shall, under the direction of the Superintendent, cause the attendance officers to investigate and report thereon without unnecessary delay.

The principal should be thoroughly familiar with the type of people in the community. The character of the people determines whether their children attend school regularly or not. Where the feeling for education is strong, attendance is usually regular.

Early in the school term, the principal should endeavor to check irregular attendance, because frequent absence and tardiness tend to undermine the morale of a school.

Causes of irregular attendance:

1. Poverty
2. Sickness
3. Pupils employed
4. Dislike school
5. Ignorance of law

The principal should study the individual truant. Often the child for whom school holds no interest, is a truant. A child who finds no companionship on the playground, remains from school.

Characteristics that contribute to the school drawing power.

1. Attitude of community toward education.
2. Nature of school census.
3. Compulsory school attendance law.
4. Organization of instruction.
5. Types of school work.
6. Types of teachers.
7. Motivation of school work.
8. Development of school spirit.

The following suggests ways for improving attendance.

1. Enlist the aid of all pupils, parents, teachers, and nurse in listing all of school age in the community.
2. Follow up to see that all pupils of age attend school unless excused legitimately.
3. Check and correct census cards frequently.
4. Report all irregular attendance to attendance office, if personally unsuccessful.
5. Compulsory - teachers records of absence and tardiness.
6. Have daily report from classroom teacher to principal, stating all cases of absence.

7. Investigation of absence should involve cooperation of
   a. Pupil
   b. Teacher
   c. Nurse
   d. Home
   e. Attendance officer.
8. Establish incentives for good attendance.
9. Guidance program

   Since the child is being prepared for democratic citizenship, an adequate guidance program is an essential part of his education. He is not ready to take his proper place in society unless he occupies a position for which he is psychologically suited, and in which he can obtain the greatest amount of happiness and give the best service to the community. Skilled and scientific guidance should promote regular attendance.

   The principal and attendance officer should have communication with community organizations to enlist needed help.

   Obstinate parents should be reported to the proper authorities.

Section 4. They shall order in writing, at such times as the Business Manager may designate, all textbooks and supplies necessary for the schools in their buildings and shall require the books belonging to the different rooms to be properly labeled and cared for by the teachers thereof. They shall, in such manner as the Business Manager may direct, keep an account of the books and supplies ordered, shall exercise a watchful care over all school property and at the close of each year shall report to the Business Manager a list of all the school books on hand in their buildings, and their condition.

This duty entails a certain amount of office work. How to handle this duty efficiently depends upon the principal himself.

Adequate facilities:

1. suitable office.
2. desks.
3. filing cabinets.
4. typewriter.
5. duplicator.
6. signal system.
7. blank forms.
6. competent clerk.

If the principal has no clerk, and lacks the necessary equipment, he must devise a system of work so that he may:

1. keep records.
2. care for his correspondence.
3. make his own reports.
4. supervise the stock room
5. answer the telephone.

All of this work must be planned so that necessary time for supervision is not infringed.

Clerical work pertaining to the classroom should be delegated to the teacher. Instructions given to teachers during an early meeting can save much office time.

Time savers:

1. Teachers should keep an accurate account of their monthly requisition.
2. Check supplies received; note materials short.
3. Keep book inventory up to date.

Classification of Supplies

1. Custodian's supplies.
2. Blank forms, office supplies.
3. Instructional supplies.
4. Textbooks, supplementary books.
5. Special supplies.
6. Health-work supplies
7. Fuel.[6]

6/ Elwood P. Cubberley, The Principal and His School. Boston: Houghton Mifflin Company, 1923. p. 194

Store room hints

Watch stock of supplies and order in advance.

Near close of school year, give the central office an estimate of past requirements and the anticipated future needs.

At close of school year, make out an inventory of supplies on hand.

Have each teacher submit similar inventory for her classroom.

Distribution

The principal should devise a distribution method suitable to his convenience.

Suggestions:

1. Custodian's supplies to be kept in custodian's quarters.
2. General school and office supplies to be kept in store room and distributed when needed.
3. Clerk may distribute periodically.
4. If no clerk, assistant principal take charge.
5. An open store room is practical when school has no clerk and assistant has no time for store room duty. Have key in convenient place.

Allow teachers to procure their own supplies and leave a charge slip showing supplies taken, for the principal's record.

Relations with the Business Manager

It is essential that the principal be prompt and courteous in all his dealings with authorities in the school department.

Reports should be made out as requested and be sent to the main office on time.

Teachers should get their reports in to the principal's office on time so that the complete school report can be submitted promptly.

All correspondence should be carried out in proper form, showing due respect for authority.

Section 5. They shall examine the school registers at least once a month and give such directions as will cause them to be kept in a proper manner. They shall, in all schools, once a month, practice the fire-drill, the manner thereof to be indicated by the Superintendent; shall give such instructions to their assistants as will prepare them to act prudently and promptly in case of fire in their school buildings, and shall so train the pupils that at a given signal they will leave the schoolhouse speedily and in order.

Registers

1. All teachers shall take attendance twice a day, and mark in ink, necessary notations.
2. All teachers at close of day should record figures for the entire day. This simplifies record, and eliminates mistakes that are made if figures are balanced only once a month.
3. Care should be taken to have all data checked for accuracy.
4. In addition to the regular information it is advisable to make a section for "Place of Employment," and note the name and address of parents when at work. This saves time when an emergency arrives.
5. Guests, supervisors, and special teachers' visits should be entered and dated accurately.

Fire-drills

The state law, as well as the local law, requires

that pupils be trained to leave the school building when the fire gong is sounded so that in case of fire, the safety of all is assured.

A new principal should discuss previous practice with teacher and custodian, study the lay-out of his building and plan the best method for evacuation.

The teachers must carry out the plan with exactitude.

The principal must be certain that the plan is carried on throughout the entire plant.

A school consisting of more than one building, should have separate drills.

Fire gong should not be confused with other signals.

Suggestions 7/

1. Conduct drills regularly. If weather is inclement, have indoor drills. Keep a record.
2. Do not have drill on the last day of the month.
3. Twice each year send to the Superintendent's office a record of the monthly fire drills stating date of drill, time for evacuation, condition of weather, and signature of two witnesses.

7/ Thomas F. Power, Desirable Practices in the Administration of the Elementary School. (Unpublished Bulletin) 1940. p. 3.

4. Order, intelligent action, and poise are important.
5. Directions for giving the fire-drill signal should be posted near the signal, so as to be available in the absence of the principal.

   All bells that are used for fire signals should be properly identified by card with fire signal.[8/]
6. Early in September give explicit directions to teachers; conduct teacher personally outside the building to the planned space for her grade.

   Conduct tour of indoor routine for same purpose.
7. Plan more than one method of evacuation.
   (a) One long ring - All leave by nearest exit.

       Two long rings - All leave by south exit.

       Three long rings - All leave by north exit.

       Four long rings - Indoor fire-drill.

   (b) Printed directions, plainly visible, should be posted in each room.
8. Train pupils of upper grades to take charge of doors during drill.

   Train substitutes in case of pupil absence.

8/ Buckalew, Harry L., "Firedrills and Fire Prevention Instruction." The Ninth Yearbook of the Department of Elementary School Principals. National Education Association. Volume IX, 1930. pp. 425-436.

Require that pupils on duty remain until every child has left the building. The teacher should be the last to leave her room, after room and cloakroom inspection.

A teacher should be the last one to leave a floor.

All doors should be closed after inspection.

9. Custodian should look through basements for children.
10. Descend stairs in single file.
11. Require brisk step, without running or talking.
12. All persons present must observe the fire-drill.
13. Physically handicapped pupils should be aided by capable pupils of upper grades.

Section 6. They shall send to the Superintendent, whenever required by him, a detailed report in writing of the condition of the schools in their buildings, with an estimate of the merit and ability of each teacher, together with such suggestions and recommendations as they may deem proper. They shall, when requested by the Superintendent or the School Committee and at such other times as it seems necessary, report upon the efficiency, ability and conduct of their janitors.

The principal is responsible for much of the informative material on the various reports that leave his office from time to time throughout the school year.

It would be practical for the new principal to become thoroughly familiar with these forms, and have an adequate knowledge of the specifications required for each particular report. After the principal has mastered the general procedure of this particular phase of office detail, he should give concise instructions to the clerk so that the reports will be completed quickly and efficiently thereby saving much of the principal's valuable time for supervision.

The following blanks will be needed during the school year.

I. Opening of School:

Admittance record.
Notice of admission.
Cumulative record.
Register.
Registration of minors.
Notice for correction of school census.

II. For regular reports:

Term reports (pupil)
Attendance reports (weekly) ungraded.
Attendance reports (monthly) kindergarten.
Attendance reports (monthly) total organization.

III. Occasional use:

Transfer cards -
to Worcester Public Schools
to Parochial Schools
to Out-of-town schools
Inter-school-information card.

Tardy notice.
Notice of withdrawal.

IV. Miscellaneous
Annual attendance report.
Requisition for supplies.
Corporal punishment reports.

V. Reports from Teachers to Principal's office.

Daily attendance record.
Non-promotion list.
Promotion list.
Program.
Report to attendance officer.
Observation of child proposed for special class.
Rating cards for Junior High pupils.
Schedule for Junior High pupils.
Warning of Failure.

Boston University
School of Education
Library

VI. Blanks needed for principal's reports to Superintendent's office:

Organization.
Time slip for Business Manager.
Report on custodian.
Report on classroom teacher.
Report on substitute teacher.
Fire drills.

(Samples of various blanks will be found on the pages following).

Admittance Record:

Kindergarten and first grade teachers submit total number admitted.

Pupils are to be admitted only during period as indicated.

Admittance list is to be returned promptly to the Superintendent's office. (See following page).

School Department City of Worcester

The children whose names are given below were admitted to the { *first grade* ..... / *kindergarten* } *School*

during the admission period ending *19*

"No child shall be admitted to the first grade except in the months of September and February."
"No child shall be admitted to the kindergarten except in the months of September and October, February and March."

NAME	RESIDENCE	BIRTHDAY (month, day, year)	DATE OF ADMISSION

PRINTED AT WORCESTER VOCATIONAL SCHOOL

Notice of Admission:

To be made out for children arriving from a foreign country or children arriving at school without transfers. These are forwarded to the Superintendent's office.

SCHOOL DEPARTMENT -- CITY OF WORCESTER

NOTICE OF ADMISSION

School _____

Date of admission _____

Name _____

Address _____

Date of Birth _____ Birthplace _____
City State

Parent or Guardian _____ Birthplace _____
Country

Signed _____ Principal

To be sent to Room 14, City Hall

PRINTED AT WORCESTER VOCATIONAL SCHOOL

Cumulative Record:

The cumulative record is made out by teacher as soon as possible after child enters a Worcester Public School.

Send a mimeographed sheet to pupil's home to obtain correct data for recording.

This record follows child from grade to grade, and from public school to public school in the City of Worcester.

Grades for scholarship and citizenship are recorded on the cumulative record only twice a year - at the close of the twentieth and fortieth school weeks.

Cumulative records are filed in the principal's office under the following conditions:

1. When pupil completes the elementary grades.
2. When pupil transfers to a parochial school.
3. When pupil transfers to an out-of-town school.

Sample of cumulative record follows.

PUBLIC SCHOOLS OF WORCESTER, MASSACHUSETTS

CUMULATIVE RECORD -- ELEMENTARY GRADES

NAME

BOY ☐
GIRL ☐

LAST FIRST MIDDLE TELEPHONE (PENCIL)

BIRTH CERTIFICATE ☐
BAPTISMAL RECORD ☐
AFFIDAVIT ☐

BIRTH

YR MO. DAY BIRTHPLACE -- CITY. STATE

LIVING ☐
DECEASED ☐

FATHER

NAME BIRTHPLACE

LIVING ☐
DECEASED ☐

MOTHER

MAIDEN NAME BIRTHPLACE

LEGAL GUARDIAN

NAME HOME ADDRESS BUSINESS TEL. (PENCIL)

PARENTS ☐

CHILD LIVES WITH

LANGUAGE SPOKEN IN HOME

NAME

RESIDENCE

DATE	NUMBER -- STREET	DATE	NUMBER -- STREET	DATE	NUMBER -- STREET

ADMISSIONS

DATE	GRADE	SCHOOL	TRANSFER OR

WITHDRAWALS

DATE	GRADE		TRANSFER OR

IN CASE OF PROMOTION OR TRANSFER, THIS RECORD IS TO PASS THROUGH THE OFFICE OF THE SUPERINTENDENT, FROM SCHOOL TO SCHOOL, AND IS TO REMAIN PART OF THE PERMANENT RECORD OF THE SCHOOL LAST ATTENDED.

NAME

SCHOLARSHIP: E EXCELLENT F FAIR G GOOD U UNSATISFACTORY

CITIZENSHIP: PROGRESS SATISFACTORY + IMPROVEMENT NEEDED √

GRADE																												SPECIAL ACTIVITIES
TERM BEGINNING																												K
SCHOLARSHIP																												
READING																												1
ENGLISH																												
ARITHMETIC																												
GEOGRAPHY																												
HISTORY																												2
CIVICS																												
FRENCH																												
LATIN																												
																												3
CITIZENSHIP																												
WORKS WELL BY HIMSELF																												
WORKS WELL WITH OTHERS																												
SHOWS GOOD SPORTSMANSHIP																												4
SHOWS INITIATIVE																												
RESPECTS SCHOOL REGULATIONS																												
																												5
SHOWS ABILITY																												
ART																												
MUSIC																												
INDUSTRIAL ART																												6
SCIENCE																												
LATE																												
ABSENT																												7
TEACHER																												8

STANDARDIZED TESTS

NAME OF TEST	FORM	DATE	GRADE	AGE LEVEL	GR. LEVEL	C. A.	M. A.	I. Q.

PHYSICAL RECORD

	DATE	DEFICIENCY -- INJURY	CORRECTED
VISION			
HEARING			
OTH			

Registration of Minors:

To be made out by kindergarten teacher, clerk or principal and sent to the Superintendent's office where the cards are forwarded to the census office.

FAMILY NAME	GIVEN NAME AND INITIALS	SEX M F	DATE OF BIRTH YEAR MONTH DAY	NO. REGISTRATION OF MINORS
PLACE OF BIRTH			DEFECTS (IF ANY)	
NAME OF PARENT OR GUARDIAN		PLACE OF BIRTH OF PARENT OR GUARDIAN		

DATE OF RECORD	RESIDENCE	SCHOOL LAST ATTENDED	TOTAL DAYS ATTENDANCE	AGE OCT. 1 YEARS	MONTHS

100M-(A)-5-43-11899

(OVER)

Notice of Correction for School Census:

Teachers make corrections if any, each year. Slips are sent to Superintendent's office where they are redirected to the census office.

SCHOOL DEPARTMENT—CITY OF WORCESTER

NOTICE OF CORRECTION FOR SCHOOL CENSUS

Before Correction Was Made

Name _____ Date of birth, _____

No. _____ Street

Correction

Name _____ Date of birth, _____

No. _____ Street

Signed, _____ Principal

Date _____ School _____

To be sent to School Census, Room 14, City Hall

This form is to be used when any change is made (other than transfer) in the school record of the name, date of birth, or address of any pupil. Its purpose is to assist in keeping the permanent registration required by Chapter 72 of the General Laws.

PRINTED AT WORCESTER VOCATIONAL SCHOOL

Reports:

Recordings are to be made according to directions on the report.

The reports should be returned to school promptly.

See following pages for Reports of -

Kindergarten

Grade I

Grades II, III

Grades IV, V, VI.

SUGGESTIONS

1..... seems to be working **up to** **below** h ability.

_____

2..... seems to be working **up to** **below** h ability.

_____

3 .....seems to be working **up to** **below** h ability.

_____

4 ..... seems to be working **up to** **below** h ability.

_____

PARENT'S SIGNATURE

1 _____

2 _____

3 _____

4 _____

Adopted, 1945

PRINTED AT WORCESTER VOCATIONAL SCHOOL

WORCESTER PUBLIC SCHOOLS

WORCESTER, MASSACHUSETTS

KINDERGARTEN

PROGRESS RECORD

of

_____

Grade_____ Teacher_____

Grade_____ Teacher_____

_____

_____School _____Principal

September, 19_____ to June, 19_____

To Parents:

The aim of the school is the growth of every child. This growth means the development of good health habits, good work habits, and attitudes of friendliness and cooperation, together with growth in studies.

A child makes his best progress when the home and school work together. Parents are therefore invited to visit the school and confer with the teacher and principal.

THOMAS F. POWER
Superintendent of Schools

SCHOLARSHIP

GROWTH IN STUDIES

E Excellent
G Good
F Fair
U Unsatisfactory

+ Commendable √ Can improve
(To be used only after subheadings)

No mark indicates that progress is satisfactory

	1	2	3	4
READINESS TO READ (Principal basis for promotion)				
Gives good attention to pictures & stories				
Shows interest in books				
Shows ability to note likenesses & differences				
Has had a sufficient background of experience				
LANGUAGE, SPOKEN				
Speaks clearly				
Has a good vocabulary				
Tells stories with events in order				
ART				
Shows clear ideas				
Shows artistic ability				
Works neatly and carefully				
MUSIC				
Shows singing ability				
Makes a good response to rhythm				
SCIENCE				
Shows interest in nature and animals				

CITIZENSHIP

GROWTH IN PERSONAL AND SOCIAL HABITS

+ Progress satisfactory
√ Improvement needed

	1	2	3	4
AS AN INDIVIDUAL				
Is courteous				
Is obedient				
Works well by h self				
Shows initiative				
Completes work on time				
Uses school materials carefully				
Has good health habits				
AS A GROUP MEMBER				
Respects rights and property of others				
Works well with others				
Has a sense of fair play				
Respects school regulations				

ATTENDANCE

	1	2	3	4
Times absent				
Times late				
Times dismissed				

PLEASE NOTE: Irregular attendance and tardiness interfere greatly with a child's progress. It is important, therefore, that your child be present and on time every day.

Assigned to Grade_____ 19

_____ 19

Teacher_____

Teacher_____

Principal_____

SUGGESTIONS

1 ..... seems to be working up to below h ability.

_____

2 ..... seems to be working up to below h ability.

_____

3 ..... seems to be working up to below h ability.

_____

4 ..... seems to be working up to below h ability.

_____

PARENT'S SIGNATURE

1 _____

2 _____

3 _____

4 _____

Adopted, 1945

PRINTED AT WORCESTER VOCATIONAL SCHOOL

WORCESTER PUBLIC SCHOOLS

WORCESTER, MASSACHUSETTS

GRADE 1

PROGRESS RECORD

of

_____

Grade_____ Teacher_____

Grade_____ Teacher_____

_____

_____School _____Principal

September, 19_____ to June, 19_____

To Parents:

The aim of the school is the growth of every child. This growth means the development of good health habits, good work habits, and attitudes of friendliness and cooperation, together with growth in studies.

A child makes his best progress when the home and school work together. Parents are therefore invited to visit the school and confer with the teacher and principal.

THOMAS F. POWER
Superintendent of Schools

SCHOLARSHIP

GROWTH IN STUDIES

E Excellent
G Good
F Fair
U Unsatisfactory

+ Commendable √ Can improve
[To be used only after subheadings]

No mark indicates that progress is satisfactory

	1	2	3	4
READING Reading and Number are the two promotional subjects in Grades 2 & 3				
Understands what he reads				
Reads well to others				
Shows growth in silent reading				
Shows growth in reading interests				
LANGUAGE, spoken				
Chooses worthwhile topics				
Speaks distinctly				
Speaks correctly				
Shows growth in thought sequence				
NUMBER				
Shows skill in reading and writing number facts				
Can solve simple problems				
Is developing addition & subtraction facts G. 2				
Is developing multiplication facts G. 3				
SPELLING (not marked until 2²)				
ART				
Shows creative ability				
Shows imagination				
HANDWRITING				
MUSIC				
Shows singing ability				
Makes a good response to rhythm				
NATURAL SCIENCE				
Shows interest in				
SOCIAL SCIENCE				
Shows interest in				

CITIZENSHIP

GROWTH IN PERSONAL AND SOCIAL HABITS

+ Progress satisfactory
√ Improvement needed

	1	2	3	4
AS AN INDIVIDUAL				
Is courteous				
Is obedient				
Works well by h self				
Shows initiative				
Completes work on time				
Uses school materials carefully				
Has good health habits				
AS A GROUP MEMBER				
Respects rights and property of others				
Works well with others				
Has a sense of fair play				
Respects school regulations				

ATTENDANCE

	1	2	3	4
Times absent				
Times late				
Times dismissed				

PLEASE NOTE: Irregular attendance and tardiness interfere greatly with a child's progress. It is important, therefore, that your child be present and on time every day.

Assigned to Grade _____ 19

_____ 19

Teacher _____

Teacher _____

Principal _____

SUGGESTIONS

1..... seems to be working up to below h ability.

_____

2..... seems to be working up to below h ability.

_____

3 .....seems to be working up to below h ability.

_____

4 .....seems to be working up to below h ability.

_____

PARENT'S SIGNATURE

1 _____

2 _____

3 _____

4 _____

Adopted, 1945

PRINTED AT WORCESTER VOCATIONAL SCHOOL

WORCESTER PUBLIC SCHOOLS

WORCESTER, MASSACHUSETTS

GRADES 4, 5, 6.

PROGRESS RECORD

of

_____

Grade_____ Teacher_____

Grade_____ Teacher_____

_____

_____School _____Principal

September, 19_____ to June, 19_____

To Parents:

The aim of the school is the growth of every child. This growth means the development of good health habits, good work habits, and attitudes of friendliness and cooperation, together with growth in studies.

A child makes his best progress when the home and school work together. Parents are therefore invited to visit the school and confer with the teacher and principal.

THOMAS F. POWER
Superintendent of Schools

SCHOLARSHIP

GROWTH IN STUDIES

E Excellent
G Good
F Fair
U Unsatisfactory

A check (√) after subheading means pupil can improve.
No check (√) means work is satisfactory.

	1	2	3	4
READING				
Understands what he reads				
Reads well to others				
Shows growth in reading interests				
LANGUAGE				
Expresses thoughts clearly				
Uses good vocabulary				
Shows growth in correct usage				
Speaks well to the group				
Shows growth in grammar (5^2-6)				
SPELLING				
Spells well in weekly lists				
Spells well in other written work				
HANDWRITING				
ARITHMETIC				
Computes accurately				
Shows ability in solving problems				
GEOGRAPHY				
Takes part in class activities				
Learns the grade subject matter				
Uses reference materials				
HISTORY				
Takes part in class activities				
Learns the grade subject matter				
Uses reference materials				
ART				
MUSIC				
SCIENCE				
INDUSTRIAL ART				

CITIZENSHIP

GROWTH IN PERSONAL AND SOCIAL HABITS

+ Progress satisfactory
√ Improvement needed

	1	2	3	4
AS AN INDIVIDUAL				
Is courteous				
Is obedient				
Works well by h self				
Shows initiative				
Uses school materials carefully				
AS A GROUP MEMBER				
Respects rights and property of others				
Works well with others				
Shows good sportsmanship				
Respects school regulations				

ATTENDANCE

	1	2	3	4
Times absent				
Times late				
Times dismissed				

PLEASE NOTE: Irregular attendance and tardiness interfere greatly with a child's progress. It is important, therefore, that your child be present and on time every day.

Assigned to Grade_____ 19

_____ 19

_____Teacher

_____Teacher

_____Principal

Weekly Report of Attendance in
Ungraded Classes:

Ungraded weekly attendance to be calculated by classroom teacher for her particular grade, and submitted to principal who forwards to Superintendent's office.

SCHOOL DEPARTMENT — CITY OF WORCESTER

Weekly Report of Attendance in Ungraded Classes

For the Week of.....194

..... School. .....Teacher

.....Teacher

Enrollment..... Boys

Enrollment..... Girls

Enrollment ... . Total

Per Cent of Attendance

.....

.....Principal

Return to Superintendent of Schools

PRINTED AT WORCESTER VOCATIONAL SCHOOL

Kindergarten Attendance Report:

This report is to be submitted by kindergarten teacher at end of month.

CITY OF WORCESTER, SCHOOL DEPARTMENT

KINDERGARTEN ATTENDANCE REPORT

For the month ending.....194

....School

.....Hours of Session

Total Enrollment (a).....

Total Membership (b).....

Average Membership (c) .....

Average Attendance (c).....

Per cent of Attendance (c).....

(a) Cover period from September
(b) Cover only current month
(c) Carry computation three decimal places and report two

.....Kindergartner

PRINTED AT WORCESTER VOCATIONAL SCHOOL

Attendance Report:

Monthly Attendance Report to be calculated by principal or clerk for the building as a unit.

CITY OF WORCESTER, SCHOOL DEPARTMENT

ATTENDANCE REPORT

For the Month of 194

School

Aggregate Attendance

Total Membership (b)

Average Membership (a)

Average Daily Attendance (a)

Number belonging at end of four-week period

Per cent of Attendance

(a) Carry out computation two decimal places.

(b) Total membership is not an **Average**. It is the number of different pupils in this period

Principal

PRINTED AT WORCESTER VOCATIONAL SCHOOL

Transfer:

To be used when transferring pupil from one Worcester Public School to another.

Can be made out by principal, teacher or clerk, and sent as directed.

WORCESTER PUBLIC SCHOOLS

NOTICE OF PUPIL'S TRANSFER

To be placed in the box of the school to which the pupil is transferred

Given at ..... *School* ..... *19* .....

Name ..... *Grade* .....

New Residence .....

Transferred to ..... *School, Grade* .....

..... *Principal*

Given by .....

RETURN NOTICE OF PUPIL'S TRANSFER

Received at ..... *School* .....

Name ..... *Grade* .....

Date ..... *19* .....

..... *Principal*

(Receiving Principal will detach this lower half and return PROMPTLY to issuing Principal)

WORCESTER PUBLIC SCHOOLS

PUPIL'S TRANSFER

(To be given to the pupil. Not valid until approved by the Superintendent.)

Given at ..... *School* ..... *19* .....

To ..... *Birthday* ..... *Grade* .....

Parent or Guardian .....

Former Residence .....

New Residence .....

Last Attendance ..... *19* .....

Transferred to ..... *School Grade* .....

..... *Teacher*

..... *Principal*

Approved ..... *Superintendent of Schools*

Received ..... *19* .....

..... *Teacher*

..... *Principal*

(Receiving Principal will return PROMPTLY to Superintendent's office)

PRINTED AT WORCESTER VOCATIONAL SCHOOL

Parochial School Transfers:

These are used only for transfer of pupils between Worcester Parochial and Public Schools.

Can be made out by principal, teacher or clerk.

WORCESTER PUBLIC SCHOOLS

NOTICE OF PUPIL'S TRANSFER

To be placed in the box of the school to which the pupil is transferred

Given at ..... *School* ..... *19* .....

Name ..... *Grade* .....

New Residence .....

Transferred to ..... *School, Grade* .....

..... *Principal*

Given by .....

RETURN NOTICE OF PUPIL'S TRANSFER

Received at ..... *School*

Name ..... *Grade* .....

Date ..... *19* .....

..... *Principal*

(Receiving Principal will detach this lower half and return PROMPTLY to issuing Principal)

WORCESTER PUBLIC SCHOOLS

PUPIL'S TRANSFER

(To be given to the pupil. Not valid until approved by the Superintendent.)

Given at ..... *School* ..... *19* .....

To ..... *Birthday* ..... *Grade* .....

Parent or Guardian .....

Former Residence .....

New Residence .....

Last Attendance ..... *19* .....

Transferred to ..... *School Grade* .....

..... *Teacher*

..... *Principal*

Approved ..... *Superintendent of Schools*

Received ..... *19* .....

..... *Teacher*

..... *Principal*

(Receiving Principal will return PROMPTLY to Superintendent's office)

PRINTED AT WORCESTER VOCATIONAL SCHOOL

Transfer:

To be used only when pupil transfers to out-of-town school.

Can be made out by principal or clerk and mailed to the new school, if address is known. If destination is uncertain, transfer can be given to pupil or parent.

The Commonwealth of Massachusetts
Department of Education
Pupil Transfer Card

Name_____ _____ Date of birth_____
Family name — Given name and initial — Year Month Day

Date of last attendance_____ Age*_____ _____
Month Day — Years Months — Place of birth

Residence before discharge_____
Town or city — Vaccinated

School_____ Grade_____ No. days attended_____

Conduct**_____ Health**_____ Scholarship**_____

Name of parent_____ _____
Family name — Given name and initial — Occupation

New residence_____ _____ _____
Town or city — Street — Number

Date of transfer card_____ _____
Principal

New School_____

(To be signed by teacher where no principal is in charge)

* Age at date of issue

**Use figures as follows: 1 = Excellent; 2 = Good; 3 = Fair; 4 = Poor.

200m (c) 7-45-16519

Inter-School Information Card:

This record can be made out by principal, teacher or clerk.

It should furnish all the necessary information concerning a pupil being transferred between public and parochial schools.

School Department
Worcester, Massachusetts

INTER-SCHOOL INFORMATION CARD
(To accompany blue transfer)

Pupil's Name (in full) ..... Address.....
Present School..... Transferred to ..... Gr. .....
Former School (if any).....Birthday.....
School Attendance (last term) Regular ..... Irregular ..... Reason .....
Present School Ratings:
Reading..... Geography ..... History .....
Arithmetic..... English.....
Has this pupil been recommended for State Clinic? Yes..... No.....
State Clinic Test ? Yes..... No..... Result.....
..... Teacher's Signature
..... Principal's Signature
Date.....
This card should be mailed to the receiving school. Printed at Worcester Vocational School

Tardiness Blank:

Parents of children who are tardy frequently should be sent this notice to correct the bad habit.

SCHOOL DEPARTMENT, CITY OF WORCESTER

TARDINESS BLANK

.....SCHOOL

..... has been tardy

.....times since.....194

If you will assist me in correcting this habit, kindly sign and return this notice.

EXTRACT FROM THE RULES OF THE SCHOOL COMMITTEE
Chapter XII of the Regulations

"Section 11. Pupils shall be required to attend school regularly and punctually. Pupils not in their seats at the time of opening shall be marked tardy; and any pupil who is frequently tardy without adequate excuse, shall be suitably warned and reported to the parent or guardian, and if the habit be not corrected, may be suspended from school until the parent or guardian shall give satisfactory assurance to the Superintendent that the irregularity will be corrected."

.....Principal

.....194

Signature of parent.....

PRINTED AT WORCESTER VOCATIONAL SCHOOL

Notice of Withdrawal of Pupil:

This form is made out for pupils who leave the elementary school at sixteen years of age.

If a child must leave for above reason, or other reasons except transfer, fill in blank as directed and return to Superintendent's office.

SCHOOL DEPARTMENT - CITY OF WORCESTER

NOTICE OF WITHDRAWAL OF PUPIL

(FOR ANY REASON EXCEPT TRANSFER)

School _____ Date _____

Name _____ Date of Birth _____

Address _____

Name of Parent _____

Reason for Leaving _____

Signed _____ Principal

PRINTED AT WORCESTER VOCATIONAL SCHOOL

Requisition for Supplies:

All school supplies are to be ordered on this form.

The white sheet goes to the Director's office.

The blue sheet goes to the warehouse, and returns to the schoolhouse with supplies. The principal signs the blue sheet if order is satisfactory and sends it to the Director's office.

The yellow sheet is filed in the principal's office.

(See following page)

REQUISITION FOR SUPPLIES

№ 12718

Date.....

Business Office,
Room 8, City Hall,
Worcester 8, Mass.

FOR BUSINESS OFFICE RECORD ONLY
Charge (Code) .....
Credit (Code) .....

Send to.....

Separate requisitian blanks are required far each af the fallawing categaries.
(Items belanging in ane categary are nat ta appear an the same requisition blank as items belanging in another categary).

CATEGORIES

Art	Individual Printing	Music	Special Supplies
Books, Globes, Maps	Items furnished by Bldgs. Dept.	Physical Educatian	Ungraded
Competitive Athletics	Kindergarten	Remedial Reading	Visual Educotian

This requisition is directed to.....Admr. Officer / Business Office / Director ar Superiar

(Kindly give title of Approving Authority)

Item No.	Quantity	Unit		Unit Cost		Amount		Do Not Write In These Spaces

Received.....Date.....

.....
Requisitioning Authority

Received.....Date.....

.....
Approved by

CITY OF WORCESTER, SCHOOL DEPT.

REQUISITION FOR SUPPLIES

№ 12718

Date.....

Business Office,
Room 8, City Hall,
Worcester 8, Mass.

FOR BUSINESS OFFICE RECORD ONLY

Charge (Code) .....

Credit (Code) .....

Send to.....

Separate requisition blanks are required for each of the following categories.
(Items belonging in one category are not to appear on the same requisition blank as items belonging in another category).

CATEGORIES

Art	Individual Printing	Music	Special Supplies
Books, Globes, Maps	Items furnished by Bldgs. Dept.	Physical Education	Ungraded
Competitive Athletics	Kindergarten	Remedial Reading	Visual Education

This requisition is directed to.....

Admr. Officer
Business Office
Director or Superior

(Kindly give title of Approving Authority)

Item No.	Quantity	Unit		Unit Cost		Amount		Do Not Write In These Spaces

Received.....Date.....

.....
Requisitioning Authority

Received.....Date.....

.....
Approved by

CITY OF WORCESTER, SCHOOL DEPT.

REQUISITION FOR SUPPLIES

№ 12718

Date.....

Business Office,
Room 8, City Hall,
Worcester 8, Mass.

FOR BUSINESS OFFICE RECORD ONLY
Charge (Code) .....
Credit (Code) .....

Send to.....

Separate requisition blanks are required for each of the following categories.
(Items belonging in one category are not to appear on the same requisition blank as items belonging in another category).

CATEGORIES

Art	Individual Printing	Music	Special Supplies
Books, Globes, Maps	Items furnished by Bldgs. Dept.	Physical Education	Ungraded
Competitive Athletics	Kindergarten	Remedial Reading	Visual Education

This requisition is directed to..... Admr. Officer / Business Office / Director or Superior

(Kindly give title of Approving Authority)

Item No.	Quantity	Unit		Unit Cost		Amount		Do Not Write In These Spaces

Received.....Date.....

.....
Requisitioning Authority

Received.....Date.....

.....
Approved by

CITY OF WORCESTER, SCHOOL DEPT.

Corporal Punishment Reports:

These cards are used if and when a child receives corporal punishment.

The teacher or principal who makes the complaint must fill in the card.

It then must be filed in the principal's office.

Name of Pupil

Name of Teacher

Statement
(By Teacher)

Date Time

PRINTED AT WORCESTER VOCATIONAL SCHOOL

Attendance:

Record to be marked twice daily by classroom teacher. Should be inspected morning and afternoon by principal. The nurse and attendance officer should also check it for follow up work. (See following page).

- -

Teacher Grade

Absentee Record

Worcester Dept. of Public Health

Pupil's Name And Address	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Teacher's Report	Home Visits	Nurse's

Grade

Absentee Record *Worcester Dept. of Public Health*

Date

Name And Address	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Teacher's Report	Home Visits	Nurse's Report

Non-promotion list:

To be completed by teacher.

Names of all pupils who are to be retained must be filed in the Superintendent's office.

No pupil should be retained if his name does not appear on the non-promotion list. (See following page).

CITY OF WORCESTER - SCHOOL DEPARTMENT

.....School Promotion.....194

Returned on.....194 , through the Principal to the office of the Superintendent.

Thomas F. Power, Superintendent

.....Teacher Grade.....
(Give divisions)

Number in class.....

Number recommended for promotion.....

Names of pupils NOT recommended for promotion, with street and number:

NAME	STREET and NUMBER	PRESENT AGE	TESTS GIVEN? WHICH ONES?

Program:

The classroom teacher should complete four programs to be used as follows:-

1. Placed outside of room, near door.
2. To be kept in register.
3. To be kept in principal's office.
4. To be sent to Superintendent's office.

(See following page)

SCHOOL DEPARTMENT—CITY OF WORCESTER

PROGRAM, GRADE .....

..... Teacher ..... School 19

	Monday	Tuesday	Wednesday	Thursday	Friday
A.M. 9—					
10-					
20-					
30-					
40-					
50-					
10—					
10-					
20-					
30-					
45-	RECESS				
11—					
10-					
20-					
30-					
40-					
50-					
12—					
P.M.	INTERMISSION				
1:30—					
40-					
50-					
2—					
10-					
20-					
30-					
40-	RECESS				
50-					
3—					
10-					
20-					
3:30—					

		Per Week: Times	Minutes
—9A.M.	Devotions		
-10	Arithmetic		
-20	Art		
-30	Geography		
-40	History		
-50	Civics		
—10	Language		
-10	Composition		
-20	Declamation		
-30	Grammar		
-45	Reading		
—11	Literature		
-10	Spelling		
-20	Penmanship		
-30	Man. Training		
-40	Cooking		
-50	Sewing		
12—	Morals and Manners		
P.M.	Music		
—1:30	Physical Ex.		
-40	Science		
-50	Nature		
— 2	Physiology } Hygiene }		
-10			
-20			
-30			
-40			
-50			
—3			
-10			
-20			
—3:30			

Approved ..... Principal

Printed at Worcester Vocational School

Report to Attendance Officer:

In cases of frequent truancy, the teacher fills out this report, the principal signs it, and the attendance officer follows up the case.

(See following page)

School Department — City of Worcester

Report to Attendance Officer

Date.....

.....School Grade.....

.....Teacher

Pupil's Name .....

Pupil's Age .....

Pupil's Residence .....

Name of Parent, Guardian or Custodian with whom pupil lives

.....

Last Attendance .....

Number of half-days absence this term .....

Number of half-days absence last term .....

Remarks :

.....Principal

Disposition of case

To be returned to the Principal

PRINTED AT WORCESTER VOCATIONAL SCHOOL

Observation of Child Proposed for Special Class:

When a pupil is proposed for transfer to an ungraded class, the teacher receives such notice from the principal.

Following the notice, the teacher writes the case history as requested by the questionnaire on the following page.

School Department—City of Worcester

Observation of Child Proposed for Special Class

..... School. Date 194

..... Principal ..... Teacher. .....Grade

Child's Name ..... Sex .....

Birth : Date ..... Place ..... Order .....

Father's Name ..... Birthplace .....

Mother's Name ..... Birthplace .....

Occupation of father ..... Residence .....

Physical Health :

.....

.....

.....

.....

Personal History :

Social :

.....

Bad companions. Truant. Lies. Steals. Profane. Smokes cigarettes. Vicious habits

Personal Characteristics: Memory ..... Attention ..... Observation .....

Dependable. Willing and tries. Good common sense. Good natured. Affectionate. Apathetic. Restless

Mischievous. Quarrelsome. Obstinate. Incorrigible. Cheats. Excitable. Timid. Indifferent

Marked peculiar traits .....

Schools Attended:

In what other schools before yours ? .....

.....

Months in your building ..... Months in present grade ..... Months in preceding grade .....

Prospects of promoting: Good. Fair. None.

School History :

Attendance : { Regular / Irregular } Arithmetic : { Good / Fair / Poor } Writing : { Good / Fair / Poor } Reading : { Good / Fair / Poor } Language : { Good / Fair / Poor }

Work Habits .....

Comment on any other subject .....

Psychological Record :

Has child had a Mental test ? ..... M.A. ..... I. Q. .....

TO THE PRINCIPAL: Fill out this form as completely as possible. Draw a line through the words which do not apply.

Approved

.....Director of Child Study

PRINTED AT WORCESTER VOCATIONAL SCHOOL

Rating Card for Pupils Entering Junior High School:

Rating cards for pupils entering Junior High School must be filled in by the teacher, signed by the principal and sent to the office of the receiving Junior High School.

One color designates male pupil; the other, female. Directions and details are furnished by a notice from the Junior High School.

Similar cards are made out for pupils entering High School.

(See following page)

School Department—City of Worcester

Observation of Child Proposed for Special Class

..... School. Date 194

..... Principal ..... Teacher. ..... Grade

Child's Name ..... Sex .....

Birth : Date ..... Place ..... Order .....

Father's Name ..... Birthplace .....

Mother's Name ..... Birthplace .....

Occupation of father ..... Residence .....

Physical Health :

.....

.....

.....

.....

Personal History :

Social :

.....

Bad companions. Truant. Lies. Steals. Profane. Smokes cigarettes. Vicious habits

Personal Characteristics: Memory ..... Attention ..... Observation .....

Dependable. Willing and tries. Good common sense. Good natured. Affectionate. Apathetic. Restless

Mischievous. Quarrelsome. Obstinate. Incorrigible. Cheats. Excitable. Timid. Indifferent

Marked peculiar traits .....

Schools Attended:

In what other schools before yours? .....

.....

Months in your building ..... Months in present grade ..... Months in preceding grade .....

Prospects of promoting: Good. Fair. None.

School History :

Attendance : { Regular / Irregular } Arithmetic : { Good / Fair / Poor } Writing : { Good / Fair / Poor } Reading : { Good / Fair / Poor } Language : { Good / Fair / Poor }

Work Habits .....

Comment on any other subject .....

Psychological Record :

Has child had a Mental test ? ..... M.A. ..... I. Q. .....

TO THE PRINCIPAL : **Fill out this form as completely as possible. Draw a line through the words which do not apply.**

Approved

..... Director of Child Study

PRINTED AT WORCESTER VOCATIONAL SCHOOL

Rating Card For Pupils Entering The Grafton Street Junior High School

Worcester, Mass. 19

Contributing School

Pupil's Name (in full)
Last Name First

Residence

Grade Entering Birth Date

School Attendance Regular ( ) Irregular ( )

Present School Ratings	**Mark A, B, C or D**
Conduct	Geography
Effort	History
English	Man. Training
Arithmetic	

Intelligence Test — Type Date Result

Principal's Signature

Rating Card For Pupils Entering The Grafton Street Junior High School

Worcester, Mass. 19

Contributing School

Pupil's Name (in full)
Last Name First

Residence

Grade Entering Birth Date

School Attendance Regular ( ) Irregular ( )

Present School Ratings	**Mark A, B, C or D**
Conduct	Geography
Effort	History
English	Man. Training
Arithmetic	

Intelligence Test — Type Date Result

Principal's Signature

Weekly Class Schedule for Pupils:

The elementary school teacher fills in the upper part of this card, and forwards it to the Junior High School, when requested (usually two weeks before promotion).

On the lower part of the card is written the full weekly schedule of the pupil, as planned at the Junior High School.

(See following page)

Course

Grafton Street Junior High School

Group

Name *Grade* *H. R.*

Address (St. and No.) *Telephone*

Date of Birth *Age* *Birthplace* City

Parent or Guardian *Birthplace* Country

Contributing School

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5	Study				Class Meeting
6					
7					

Course

Grafton Street Junior High School

Group

Name *Grade* *H. R.*

Address (St. and No.) *Telephone*

Date of Birth *Age* *Birthplace* City

Parent or Guardian *Birthplace* Country

Contributing School

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5	Study				Class Meeting
6					
7					

Warning of Failure:

This notice should be sent to the parent soon after the fifth week of the term if the pupil is in danger of repeating the grade.

(See following page)

STREET SCHOOL

My dear Mr.

Your is falling behind the class and is in danger of getting a D in 1.
2.
3.

I thought it best to let you know so that together we might get him to make a special effort to raise his marks before the reports go out. Unless he improves there is danger that he will not be promoted.

Teacher

Principal

Please sign and return.

CUMULATIVE RECORD OF 'D' WARNINGS

		DATE	ARITH.	ENG.	GEOG.	HIST.	I.Q.	REMARKS
GR.	TEACHER							

Organization Record:

Should be made out by principal, or clerk under principal's supervision, and submitted promptly to Superintendent's office when requested.

(See following page)

SCHOOL DEPARTMENT — CITY OF WORCESTER

Organization Record

_____ 19

_____ School

	TEACHER	Grade	No. of Pupils	
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
18				
	Total in School			
	Average in Room			

PRINTED AT WORCESTER VOCATIONAL SCHOOL

Time Slip:

To be made out for salaries of principal, teachers, substitutes, and clerk. It can be made out by clerk, but must be signed by the principal or his assistant, in his absence.

This slip must be in the office of the Business Manager not later than Friday noon.

(See following page)

School Department—City of Worcester

TEACHERS' TIME SLIP FOR THE WEEK ENDING 194

..... SCHOOL

Time is to be figured on the basis of one week or tenths (decimal) of one week.

REASONS FOR ABSENCE (use letters **A-B-C-D-E** in column below marked "Reasons for Absence")

A-Death of relative (as defined in Section 2 Chapter V of the rules) (Give relationship and date of death under "Remarks")

B-Funeral C-Personal illness (give date of appointment under "Remarks") D-Visiting schools E-Other causes

NAME (Surname first)	GRADE	Time Present	Time Absent	Reason for Absence	Date of Absence	REMARKS
1	Prin.	1				
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						

I hereby certify that this Time Slip is correct:

..... PRINCIPAL

PRINTED AT WORCESTER VOCATIONAL SCHOOL

Fire Drills:

Fire drills are to be held once a month.

Recordings are to be made and submitted to the Superintendent's office at the close of each half year.

(See following page)

REPORT OF PRINCIPALS UPON FIRE DRILLS

_____School

_____PRINCIPAL

Date of Drill	Hour and Minute	Time Taken	Were Teachers Notified Before Hand

To be kept in duplicate by half years; one to be sent to the Superintendent at the end of every half year.

RATING THE CUSTODIAN

Custodians are under the immediate control and direction of the head janitor and the principals of the respective schools.

The following check list will assist in reporting:

	Excellent	Average	Poor
I. Personality -			
A. Manner			
1. Courteous to principal and teachers.			
2. Neat appearance.			
3. Cooperates with principals and teachers.			
4. Carries out suggestions.			
B. System of Work -			
1. Work planned well.			
2. Proper tools used.			
3. Care of tools.			
(a) properly oiled			
(b) properly cleaned			
(c) properly stored			
(d) promptly repaired			
II. Cleaning -			
A. Sweeping			
1. Sweeps classrooms three times a week.			
2. Stairs and corridors kept as clean as possible at all times.			
3. Does no sweeping (with the exception of corridors and stairs) while school is in session.			
4. Cleans and sweeps basements once a week.			
B. Dusting			
1. Woodwork and furniture dusted every day.			
2. Special attention to doors with glass panels.			
C. Washing			
1. Kindergarten room washed once a week.			
2. Cooking room washed once a week.			
3. Floors in rooms, halls and corridors washed once during the summer vacation.			

4. Windows washed three times a year - Christmas, Easter and summer vacations.
5. Desks and chairs washed once a year.

D. Care of Plumbing
1. Keeps lavatories clean at all times.
2. Bubblers cleaned with sanitary materials.
3. Toilets cleaned after each recess.
4. Toilets at end of week given special attention in accordance with suggestions below:

   (a) Examines toilet bowls, urinals, and lavatories.
   (b) Examines stalls and woodwork for dirt and cuttings.
   (c) Examines floors and walls for detection of any uncleanliness.

E. Miscellaneous Cleaning
1. Disposes of waste paper and rubbish promptly.
2. Inspects grounds daily and removes accumulated rubbish.
3. Cleans chalk trays each week.
4. Keeps clean and orderly.

F. Heating and Ventilating.
1. Starts fires early.
2. Temperature in classrooms and toilets kept at correct point.
3. Allows no interference with heating system by teachers and pupils.
4. Cares for boiler and reports needed repairs promptly to principal.

G. Yards and Lawns
1. Shovels, sweeps and sands sidewalks when needed.
2. Weeds, cuts and waters lawns.

H. Doors and Windows
1. Doors opened at specified time.
2. Doors and windows in working condition.
3. Report defects.
4. Lock building on leaving

I. Electric Lights
1. Replace lamps when necessary.
2. Turn off lights in unoccupied rooms.
3. Extinguish all lights on leaving building.

J. General Regulations
1. Present to receive workmen and deliveries.
2. Takes extraordinary care to prevent fire.
3. Care and use of fire extinguishers.
4. Proper care and display of flag.
5. Wind clocks, regulate at proper time.
6. Cares for unused furniture.
7. Keeps all curtain rollers in working condition.
8. Is responsible for books, supplies and storeroom, when principal is not on premises.
9. Does not smoke or use intoxicants on premises.
10. Does not allow above by others.
11. Responsible for all acts of commission or omission on the part of their assistants.

(See next page for blank on rating the Custodian).

CITY OF WORCESTER - SCHOOL DEPARTMENT

Semi-Annual Statement Relating to Services of Custodians

Name of Custodian _____

1. Does the Custodian of your building faithfully perform his duties as set forth in the Rules for Custodians?

2. If not, in what particulars has he failed during the term just closed?

3. Is he cheerful in his services?

4. Does he assume responsibility necessary to his position, as called for under the Rules for Custodians?

5. Offer any suggestions looking to an improvement in the regulations laid down for custodians.

6. Remarks:

_____ Principal _____ School

Date _____

REPORT ON CLASSROOM TEACHER

A teacher should be in good physical health, and well trained for her position. She should have the proper attitude toward her responsibilities, with personality and character that add to the resources of the school.

The following outline makes suggestions for principals' reports:

	Excellent	Average	Poor
I. Personality			
A. Voice			
1. Pleasantly modulated and animated.			
2. Uses correct English at all times.			
B. Taste in dress			
1. Well groomed.			
2. Moderate variety of clothes.			
3. Moderate use of cosmetics.			
C. Punctual			
1. Arrives on time to make adequate preparation for the opening of class.			
II. Health			
A. General			
1. Physical appearance.			
2. Hearing.			
3. Eyesight.			
4. Physically fit.			

III. Qualities	Excellent	Average	Poor
A. Social			
1. Poise with pupils, teachers and parents.			
2. Good leader of classroom activities.			
3. Is tactful and sympathetic.			
4. Has sense of humor.			
5. Genuinely interested in pupils and their work.			
6. Courteous with teachers, principal.			
7. Kind and agreeable with pupils.			

IV. Class Management

A. Physical features
1. Properly cares for
(a) heating
(b) lighting
(c) ventilating

B. Seating
1. Makes suitable adjustments for pupils with poor eyesight, poor hearing, mischievous pupils.

C. Room appearance
Tidy condition of floor,
Blackboards and desks
Proper use, care and storage of equipment
Attractively decorated.

D. Routine
1. Uses democratic procedures.
(a) pupils enter and leave classroom in friendly and orderly manner.
(b) allows pupil-participation and unit activity.
(c) children take complete charge of classroom housekeeping duties.
(d) student council organized.
1. Skill in directing pupils in self-control, rather than autocratic disciplinary action.
2. Frank discussion eliminates disciplinary problems.

E. Teaching
   1. Lessons are well planned.
   2. Lessons are well motivated.
   3. Remedial and illustrative material displayed and used.
   4. Pupils actively engaged.
   5. Abundance of work available for students.
   6. Individual differences cared for.
   7. Work sufficiently difficult to challenge.

(See following pages for specified rating sheets on substitute and regular classroom teachers).

Report of Principal Concerning Substitute Teacher

NAME OF SUBSTITUTE TEACHER .....

NAME OF REGULARLY ASSIGNED TEACHER .....

..... SCHOOL GRADE OR SUBJECT .....

PERIOD OF SUBSTITUTING IN ABOVE CLASS:

From ..... Through .....

Estimate of Principal: (on basis of excellent, good, fair, poor)

	EXCELLENT	GOOD	FAIR	POOR
(*a*) DISCIPLINE				
Leadership and control of pupils.				
Tact with pupils and associates.				
(*b*) TEACHING				
Preparation of class work.				
Skill in stimulating thought.				
Skill in teaching how to study.				
Skill in questioning pupils.				
Skill in use of English.				
(*c*) HEALTH (Note under REMARKS any physical defects)				
(*d*) If occasion should arise, would you wish to have M as a regular teacher in your building?				

REMARKS:

Principal

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WORCESTER, MASSACHUSETTS

SCHOOL DEPARTMENT

Report on .....

From ..... 19 ..... to ..... 19 .....

..... School

Report signed by .....

Report filed on .....
(*Date*)

I Rating on items of personality :

	Poor	Fair	Good	Excellent
General appearance				
Health				
Responsibility				
Mental alertness				
Initiative				
Self-reliance				
Resourcefulness				
Industry				
Courtesy				
Enthusiasm				
Self-control				
Promptness				
Tact				
Sense of Justice				
Co-operation				

II Rating on items of teaching ability :

	Poor	Fair	Good	Excellent
Grasp of subject-matter				
Understanding of children				
Preparation and planning of lessons				
Clear presentation				
Use of English :				
a. Grammar				
b. Enunciation				
c. Pronunciation				
d. Voice in classroom				
Clearness of aim in classroom				
Choice and use of illustrative material				
Attention to individual needs				
Skill in habit formation				
Skill in stimulating thought				
Skill in teaching how to study				
Skill in questioning				
Attention of class				
Growth of pupils in subject-matter				

III Rating on items of school management:

	Poor	Fair	Good	Excellent
Attention to light, heat and ventilation . .				
Neatness of room				
Skill in governing pupils				

IV Rating on professional interest:

1. List professional improvement courses taken during the period covered by this report.

2. List professional books and magazines used intensively during the period covered by this Report.

V This space is for remarks of principal or supervisor:

.....

(Signature of Principal or Supervisor)

.....

(Date of Signature)

FOR OFFICE USE ONLY

I Rating on items of personality :

1. Number of items marked Poor .....
2. " " " " Fair .....
3. " " " " Good .....
4. " " " " Excellent .....

II Rating on items of teaching ability :

1. Number of items marked Poor .....
2. " " " " Fair .....
3. " " " " Good .....
4. " " " " Excellent .....

III Rating on items of school management :

1. Number of items marked Poor .....
2. " " " " Fair .....
3. " " " " Good .....
4. " " " " Excellent .....

Rating on professional interest :

1. .....
2. .....

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Section 7. Principals shall have authority and it shall be their duty to suspend, subject to an appeal by the parent or guardian to the Superintendent, any pupil from school for any of the following reasons:

(1) Truancy persisted in.
(2) Violent opposition to authority.
(3) Habitual and determined neglect of duty.
(4) General bad conduct, improper language and bad example, tending to the injury of the school.
(5) Cutting, marring, destroying, defacing or injuring any of the public property, such as buildings, furniture, books, fences, trees and shrubbery.

In all cases of suspension, principals shall immediately inform the Superintendent and parent or guardian of such suspension upon a printed blank provided for the purpose.

These five reasons for suspension are directly connected with citizenship. The principal should strive to establish a code of honor in pupils that will be supported by the home. Respectable behavior should be a tradition in the school.

Occasionally it is necessary to suspend a child for serious infraction of the law. This situation demands that one or both parents meet the principal at school to discuss the difficulty. Dealing with parents in this type of conference, the principal should be calm, tactful, diplomatic and exercise skill in maintaining good relations between home and school.

Regardless of the parents' attitude, the principal should remain patient and well poised. With sympathy, understanding, and composure, the principal must listen attentively to the parents. He may have to encourage the parents to tell the whole story as they know it. The principal should infer that he desires to see only right prevail.[9/] Following the parents' version, the principal must produce evidence that has been gathered from reliable witnesses. A written confession signed by the pupil is very often an effective method of dealing with stubborn parents. The principal must then proceed with firmness in making a decision, if it seems advisable that the damage or destruction should be remedied at the expense of the pupil or his family.

It is the modern administrator's responsibility to work out procedures that will assure our democratic way of life. Leadership in a program of guidance that sponsors development of self-control in the pupil is the challenge that faces the teacher and principal of the elementary school.

9/ George C. Kyte, The Principal at Work. Boston: Ginn and Company, 1944. p. 393.

Constructive school discipline rather than the penal type helps the pupils to understand the importance of working together for the common good, to see the reaction of their activities on the welfare of the group, and to realize that every right and privilege has its definite duty.

Communication with the Superintendent's office on "suspensions" has been discontinued in the Worcester Public School System.

Section 8. When for the sake of discipline it becomes necessary in extreme cases to resort to corporal punishment, it shall be administered only by the principals of the schools. Such punishment shall never be inflicted in the presence of the school. Principals shall make a record of all such cases of corporal punishment, specifying the pupil's name and age, the date and nature of the offence, and the date, mode and severity of the punishment.

Whenever the principal feels that there is some justification for corporal punishment, he should perform that duty in private, taking precaution to cause no injury to the child.

Following this punishment, a special report giving the child's name, grade, date, and reasons for punishment is made out and signed by the teacher or principal who made the complaint. This report is filed in the principal's office for future reference.

Corporal punishment is discussed at length in Section Seven.

Section 9. In every elementary school having six or more rooms, there shall be an assistant to the principal whose duty it shall be to assist the principal in such work as may be assigned to such assistant by the principal and the Superintendent, and to act for the principal during his or her absence.

In late years assistants to principals have been given several duties by the Superintendent of Schools. These duties are carried on in addition to the regular classroom teaching.

The duties are:

Collection Golden Rule Drive

Collection Junior Red Cross Drive

Collection Red Cross Drive.

Fulfillment of the above duties entail the following procedure:

1. Notice written stating date of collection.
2. Sending notice to teachers.
3. Checking notice to see that all teachers have information.
4. Collecting contributions.
5. Making written report giving name, address and amount of contribution.
6. Making out receipts.
7. Sending out feathers, buttons, stickers and other souvenirs.
8. Checking contributions.
9. Arranging envelopes and sending cash to the Superintendent's office.

Some duties assigned by principals:

1. Make out tardy slips. (Ungraded)
2. Telephone absentees to the attendance office.
3. Answer phone.
4. Answer buzzer.
5. Sent to "trouble spots" to care for discipline.
6. Charge of supplies.
7. Patrols.
8. Recess duty (every day).
9. Charge of school programs.
10. Charge of milk order.

In the absence of a principal his assistant performs all the duties of administration, and attends the official meetings called by the Superintendent.

An Assistant-to-the-Principal who teaches a full day should not be expected to give any time to the above duties, unless suitable arrangements are made whereby a substitute carries on the classroom work.

Milk orders are usually carried on in class by a pupil-participation procedure. This work entails taking orders, making change, bookkeeping, and other arithmetic experiences that are valuable for pupil growth. In addition to the pupils' participation, there is much to be done with monthly United States Government reports that demand meticulous care. An active principal should see that his assistant is not obliged to perform this clerical work

in school time, or at home during her leisure.

A modern administrator will modify his assistant's program from time to time so that she may perform certain duties without detriment to her class or herself. The principal who is interested in leadership will also arrange for his assistant to obtain considerable experience in the all important duties of an elementary principal.[10/]

10/ George C. Kyte, The Principal at Work. Boston: Ginn and Company, 1941. p. 37

CONCLUSION

The writer is unaware of any school in the City of Worcester where the assistant to the principal is given definite training that will prepare her for the position as principal. Unless a teacher with principal potentialities avails herself of courses, literature and lectures in supervision and administration she will not qualify as a leader in a democratic school system.

This handbook, produced from material gained through courses, lectures, readings, observations and personal contact with supervisors and principals, is a humble attempt to assist the beginning principal. It is based solely on the "Duties of a Principal" as prescribed by the Rules of the School Committee as adopted in 1937.

Although the handbook has not been put into practice, the writer hopes that it will aid the beginner as he strives to attain the goals of the elementary public school, and to help in initiating and putting into effect the policies and activities which will accomplish these goals.

In conclusion it seems appropriate to point out what the future holds for the principalship.

Messinger[1/] states the following:

....The principalship of tomorrow is in the hands of the leaders among principals of today. The principal of tomorrow will be a leader in an enriched American life - respected and honored for what he is and does. The biggest job of the principal is to make his job bigger - to become in a higher and larger sense a master....He will be a learner and a master teacher, opening doors and windows to new horizons, a sociologist trained in the field, and eager to improve conditions in his community; a pioneer in new ideas, research, meeting new conditions; a prophet, who can anticipate trends and be able to guide accordingly; a reformer through the process of education and interpretation; a humanist who will be a champion of the human values and the new humanities; an idealist; a saving element in a sordid machine civilization; a philosopher, who will have faith in his country and the individual and know what radical movements have always come and gone but right and those things spiritual and human will be lasting.

....The new principalship is for those who have active minds; who would share largely in the molding of human lives. There is no doubt that it demands all of the fine qualities of the old and considerably more. It presents all the challenge of a great opportunity.

1/ Messinger, Mark G. The Non-Teaching Elementary School Principal in the State of New Jersey. Collegeville: The Independent, 1939. pp. 188-190.

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